DOCUMENT RESUME

ED 025 254 JC 680 488

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A Survey of the Community Service Function in Selected Junior Colleges.

Pub Date [68]

Note- 8p.

EDRS Price MF-$0.25 HC-$0.50

Descriptors- *Adult Education, *Community Services, Cultural Education, Information Services, *Junior Colleges, *School Community Programs, *Supplementary Education

Returns from 53 of 88 junior colleges surveyed concerning their community service programs showed the following: (1) community service functions are typically the responsibility of an executive officer who reports to the president or other college administrator; (2) categories of community service programs are instructional (adult education, non-credit programs, institutes, seminars, workshops, and other short courses), cultural (lectures, concerts, and films), informational (exhibitions, speakers, and public events), and other; (3) the nature of these programs is service to a population not directly served by university-parallel or occupational degree programs. Community services appear to be an emerging educational function in the junior college. They are flexible and permit the institution to move in any direction with informal, often short-term offerings. The establishment of community service programs broadens the educational services available to citizens of the area. This survey is intended to assist junior college administrators who are beginning or expanding their offerings in this growing area. (MC)

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A SURVEY OF THE COMMUNITY SERVICE FUNCTION IN SELECTED JUNIOR COLLEGES

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UNIVERSITY OF CALIF.
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Introduction

Perhaps the least understood, least defined and most varied function of the community college in America is that of community services. The function of community services, when compared to the well established university parallel and occupational programs in our junior colleges, is a relative newcomer to the American junior college movement.

In an attempt to identify specific activities which are helping to shape community service programs in some junior colleges and to learn the nature of the organizational pattern of these programs, the Florida Junior College at Jacksonville began a survey in July, 1968.

Detailed responses were received from junior colleges in various parts of the country during the months of July, August, and September, 1968. Returns from 53 junior colleges of a population of 88 provided the basis for this report. The report is organized under the following headings: (1) the sample, (2) the organizational structure, (3) the activities in community services and (4) conclusions.

An addendum is provided showing the organizational charts received from the respondents.

I. The Sample

The survey was directed to junior colleges whose enrollments were great enough to find, in all probability, an established or emerging community services program. The information requested in the survey consisted of four items:

1. The actual or recommended organizational structure for an efficient community services program.
2. An organizational chart of the responding college.
3. The scope of the community services program.
4. The specific responsibilities of the director of community services.

For purposes of brevity the discussion of items (1) and (2) are treated under one heading since they both complement each other. Likewise, discussion of items (3) and (4) will appear under the same heading since there were no significant differences between the activities reported in the respective community services programs and the responsibilities of the directors of these programs.

The breakdown by states of the 53 respondents is as follows:

State	No. of Respondents
California	28
Massachusetts	8
New York	4
Florida	3
Michigan	3
Illinois	1
Arizona	1
Oregon	1

State	No. of Respondents
Connecticut	1
Ohio	1
Wisconsin	1
Washington	1
Total	53

discovered in the survey that California has a special permissive community services tax assessed on the total wealth of each district. This tax is intended to support the community service program only, and it may account for the high degree of responses from California since its junior colleges have been operating community service programs for several years.

II. The Organizational Structure

The function of community services consists of a variety of responsibilities and, by and large, the person responsible for community services is engaged in activities having to do with informal educational offerings of the college. He generally reports to the chief executive in this role.

Of the 53 respondents the breakdown is as follows:

Reports to Chief Executive		Reports to Other Administrators	No. Response
Actual	Recommended		
31	8	13	1

The number of junior colleges by states who reported that the individual in charge of community services was directly responsible to the chief executive officer were:

States	Number
California	16
Massachusetts	5
Michigan	3
New York	2
Florida	2
Connecticut	1
Ohio	1
Wisconsin	1
Total	31

It should be pointed out that not all the 31 individuals above bore the title "director of community services" although a majority were so named. In those colleges where the community service function was still in its infancy or where the program was being seriously considered to become part of the college operation for the 1968-69 school year, the responsibility was delegated to a variety of officers. These officers were deans of special education, deans of continuing or evening education, deans of college relations, and executive vice presidents.

In those colleges who reported that the director of community services reports to an officer other than the chief executive officer, the dean of instruction or executive dean of the college were the reporting positions most often named.

III. The Activities in Community Services

This item brought the most varied responses from the colleges surveyed. It was necessary to organize these activities into four categories: instructional activities, cultural programs, informational

activities and other. The following is the activities breakdown:

Instructional	Cultural	Informational	Other
Institutes	Lectures	Exhibitions	Counseling For Mature Women
Seminars	Concerts	Productions	Comprehensive Educational Counseling
Workshops	Films	Public Relations	United Crusade
Forums	Audubon Series	Publications	Federally Funded Programs
Short Courses	Planetarium	Printing	Assist in Various College Elections
Conferences	Festivals	Publicity	Open and set up Classrooms for Evening Programs
Recreational Programs	Music Tours	Photography	Maintenance of College Facilities
Symposiums	Art Series	Speaker's Bureau	Intercollegiate Athletics Representative
Panels	Touring Theatres	Staff Bulletin	Coordinate Student Insurance
Career Preparation	Current Event Programs	Student Bulletin	Cordinate College Work Study
Conducts Pilot Programs	Retreats	Campus Visitations	Coordinate Minutes of Committee Meetings
Paraprofessional Training	Great Decisions Program	Public Events	Coordinate Ticket Distribution
Consumer Education	Student Series	Events Calendar	Host For Speakers
Adult Education	Drama Shows	Alumni Contacts	Coordinate Booking of Films
Adult High School Program	Observatory	Science Fair	Children's Day Schools
English as Second Language	Museum	Faculty Directory	Occupational Resources Center
Non-Credit Program		Athletic News	Control & Coordination of Use of College Facilities
Non-Vocational Credit Courses		Inter-School Relations	
		Coordinate College Mailing Lists	
		Provide Certificates	
		Faculty Handbook	
		Radio Station	
		Annual Report	

It is obvious by the above breakdown that the community services function is a varied one. Although not all colleges reported all these activities, many colleges reported a majority of them. As pointed out earlier the directors of the responding colleges had responsibilities which were commensurate with the community service activities offered by their institutions.

It is significant to note that the activities reported by at least 10 or more colleges were the following: institutes, seminars, workshops, forums, recreational programs, adult education, non-credit programs, lectures, films, art series, public relations, publications, publicity and speaker's bureau.

IV. Conclusions

Community services appears to be an emerging educational function in junior colleges in many parts of the country. This service, wherever it is found, complements the existing and long established degree programs dealing with university parallel instruction and occupational work. The nature of the community service programs is such that it serves a population not directly being served by the degree programs. In fact, whenever such a program is established, it broadens the educational services available to citizens of the community. As one junior college administrator from California put it, the community service program provides an educational service "beyond the sidewalks surrounding the college."

The organizational structure of community service programs appears to vary from those colleges which offer a minimal service where the responsibility is delegated to an administrator who is also responsible for the over-all educational program or a major phase of it, to those colleges which have a well established program where a director of community services, with staff, reports to the president of the college. Most colleges in California appear to fall into the latter category.

The activities in community services are many and varied and generally reflect the entire college operation. The effective administrator of the community service program must be adept at working with faculty, students, other administrators and persons in the community. The success of such a

varied program depends largely on these effective relationships.

The major functions of the community service programs are related to (1) educational offerings which are informal and of short duration and (2) promotional work involving publicity, public relations and publications. There appears to be no rigid pattern for an emerging community service program other than the dual track of informal educational offerings and promotion with each quite dependent on the other. The programs surveyed appear to be highly flexible permitting the institution to move in the direction it chooses.

The survey results are being distributed to the responding institutions for their use. The results have provided much information which hopefully will contribute to a more effective community services program in the sponsoring institution. Likewise, the survey results may serve to assist other junior college administrators contemplating beginning a community services program at their institutions or expanding one that already exists.